



Course Syllabus

Integrated English I	Requisite: none
Sigla: LM-1001	Co-requisites are not required.
Credits: 8	Cycle: I-2018
Course investment hours: 24 hours: 13 hours (10 hours / in-class work and 3 hours / lab sessions) 11 hours / out-of-class work	Professors: Lic. Emilio Montero Núñez e-mail: jesus.montero@ucr.ac.cr Lic. Wilbert Fernández González e-mail: wilbertfdez.09@gmail.com
Classroom Schedule: Monday from 5:00 p.m. to 8:00 p.m. Tuesday from 1:00 p.m. to 4:00 p.m. Wednesday from 4:00 p.m. to 8:00 p.m. Friday from 8:00 a.m. to 11:00 a.m.	<u>Office hours:</u> Lic. Emilio Montero Núñez: (Office 46). Tuesday from 8:30 a.m. to 12:00 p.m. Lic. Wilbert Fernandez Gonzalez Tuesday from 9:00 a.m. to 12:00 p.m. Wednesday from 2:00 a.m. to 4:00 p.m.

I. Description

LM-1001 Integrated English I is a course designed for students enrolled in the B.A. in English and B.A. in English Teaching. LM-1001 is a one-semester course prepared for beginning students with basic skills. It is oriented towards the integration of the four macro-skills (listening, speaking, reading, and writing) and language components (pronunciation, vocabulary and grammar). LM-1001 is a holistic type communicative course in an academic approach. Two professors are responsible for teaching the lessons. LM-1001 provides the student with the knowledge and skills needed to deal with a higher level of difficulty in the course LM-1002 Integrated English II. After completing the course, students will be able to express themselves in oral and written form at a low intermediate level.

II. Specific Objectives

At the end of the course, students will be able to accomplish the following objectives at an intermediate level of English:

1. Understand basic conversations related to the topics of each unit
2. Express themselves appropriately and fluently in social and academic conversations related to the course topics.
3. Understand reading texts related to the topics studied in class using different reading techniques.

4. Write paragraphs of various types about topics studied in class through the use of writing strategies.
5. Discuss general aspects of English-speaking countries.
6. Express feelings and opinions about different topics in oral and written form, incorporating appropriate vocabulary and grammatical structures.
7. Use basic self-correction strategies.

III. Contents

A. Lexical-thematic Contents

Unit 1 Architecture: Modern Trends in Architecture Marketing: Why does something become popular?	Unit 2: Psychology How can colors be useful? How do colors affect the way we feel?
Unit 3: Behavioral Science Why are good manners important? What does it mean to be polite?	Unit 4: Game studies How can games compare to real life? What makes a competition unfair?
Unit 5: Sociology: What does it mean to be part of a family? Business: What makes a family business successful?	Unit 6: Business: Why do things yourself? Information Technology: Do you prefer to get help from a person or a machine?
Unit 7: Environmental Studies What happens to our trash? Is it better to save what we have or buy new things?	

B. Grammatical Contents

Use of present simple Present progressive Adverbs of frequency Pronouns Count and non-count nouns	Comparatives and superlatives Auxiliary verbs
There is, it is, there are Past simple Past progressive Conjunctions	Infinitives Present perfect
Subject-verb agreement Modals Demonstratives Possessives	Simple future
Modals of possibility Imperatives	

Prepositions of movement or direction and time	
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IV. Methodology

The professors will be the facilitators of the communicative action in the class which means that the students will have an active participation in the development of the tasks. Oral skills will be developed through conversations and discussions at a lower intermediate level. The listening skills will be strengthened by working with audiovisual materials that come with the textbook along with material prepared by the professors. Teachers will use texts to help students understand their content through the implementation of various reading strategies.

The students will develop writing skills and receive feedback. The topics are developed through a variety of techniques such as individual work, pairs, and groups. The professors will explain the grammar content and will guide the students through the grammatical exercises in the corresponding booklets. During the semester, students will study the correct pronunciation of words and morphemes such as *-s*, *-es* and the past of regular verbs. Students should practice with their classmates out of class and do the assigned tasks. In the computer lab students will use educational programs and websites that teachers consider necessary.

V. Evaluation

	Comprensión Auditiva/ Conversación.	Gramática, Lectura y Escritura	Total
Two Speaking Exams	30%		30%
Two Written Exams		20%	20%
Two Listening Exams	20%		20%
Written assignments (4 at least)		10%	10%
Oral Quizzes (Two weeks before each exam)	10%		10%
Written quizzes (4 minimum)		10%	10%
Total	60% Prof. Emilio Montero	40% Prof. Wilbert Fernández	100%

Important Notes:

Each oral exam and/or quiz is going to be recorded. Students will elaborate on conversations related to the course contents. Additional content questions might be asked if necessary, or the teacher will perform interviews to the students.

Quizzes (oral and written) will not necessarily be announced.

All compositions will be written in class.

Late assignments will not be authorized. Quizzes are not repeated unless well-justified reasons are filed according to the procedures provided for in the Institution's rules and regulations.

In this course, students do not have the possibility to get exempted from taking the final exams.

Consideraciones de la Evaluación:

ARTÍCULO 20: Las pruebas parciales o finales orales, que no dejen constancia material deben efectuarse en presencia de un tribunal de profesores de la disciplina por evaluar. Únicamente se puede prescindir de la conformación de un tribunal, evaluador u observador, con el consentimiento, por escrito, de todos los estudiantes matriculados en el grupo, decisión que debe ser comunicada por escrito al director de la unidad académica (p.17).

Por la naturaleza del curso los quices no serán necesariamente anunciados con anterioridad. En cuanto a la aplicación de quices orales o escritos sorpresa (*pop quizzes*), recuerden que el **REGLAMENTO DE RÉGIMEN ACADÉMICO ESTUDIANTIL, CAPÍTULO V De administración de los cursos**, indica que:

ARTÍCULO 15. Cuando las normas de evaluación de un curso incluyan pruebas cortas ("quizes", llamadas orales) que por su naturaleza, no puedan ser anunciadas al estudiante, en cumplimiento del plazo establecido en el Artículo 18 de este Reglamento, el profesor estará obligado a especificar esta situación al entregar el programa.

NO se recibirán asignaciones de forma tardía. Además, los quices **NO** se repiten. Sin embargo, se puede considerar algún caso especial en el cual exista una justificación de acuerdo con el **REGLAMENTO DE RÉGIMEN ACADÉMICO ESTUDIANTIL, CAPÍTULO VI, artículo 24 De las normas de evaluación**. Dicho artículo indica:

ARTÍCULO 24. Cuando el estudiante se vea imposibilitado, por razones justificadas, para efectuar una evaluación en la fecha fijada, puede presentar una solicitud de reposición a más tardar en cinco días hábiles a partir del momento en que se reintegre normalmente a sus estudios. Esta solicitud debe presentarla ante el profesor que imparte el curso, adjuntando la documentación y las razones por las

cuales no pudo efectuar la prueba, con el fin de que el profesor determine, en los tres días hábiles posteriores a la presentación de la solicitud, si procede una reposición. Si ésta procede, el profesor deberá fijar la fecha de reposición, la cual no podrá establecerse en un plazo menor de cinco días hábiles contados a partir del momento en que el estudiante se reintegre normalmente a sus estudios. Son justificaciones: la muerte de un pariente hasta de segundo grado, la enfermedad del estudiante u otra situación de fuerza mayor o caso fortuito. En caso de rechazo, esta decisión podrá ser apelada ante la dirección de la unidad académica en los cinco días hábiles posteriores a la notificación del rechazo, según lo establecido en este Reglamento.

Todo estudiante en todo curso queda sujeto a los reglamentos de evaluación de la Universidad de Costa Rica.

V. Bibliography

Brooks, M. (2015). *Q: Skills for Success 2. Listening and Speaking*. New York: Oxford University Press.

McVeigh, J. & Bixby J. (2015). *Q: Skills for Success 2. Reading and Writing*. New York: Oxford University Press.

VI. Additional resources

Grammar booklet
 Audios
 A bilingual English / Spanish dictionary
 Software (laboratory sessions)
 Supplementary material prepared by each instructor

VII. Tentative Course Schedule

I SEMESTER 2018

<i>Week</i>	<i>Units (It includes online material, the books and additional material provided by the professors)</i>	<i>Grammar Topics</i>
1. March 12 – 16	<p>Introduction to the course Explain course policies and procedures. Students receive and read course program</p> <p>Unit 1: Listening & Speaking, Reading & Writing</p> <p>Each online unit includes exercises (L&S: Vocabulary, listening, Grammar, Pronunciation, Speaking); R&W: Vocabulary, reading, writing, grammar)</p>	<p>Use of present simple Present progressive Adverbs of frequency Pronouns Count and non-count nouns</p>
2. March 19 – 23	Unit 1: Listening & Speaking, Reading & Writing	Finish unit 1

3. March 26 - 30	EASTER WEEK	
4. April 2 - 6	Unit 2: Listening & Speaking, Reading & Writing	There is, it is, there are Predictions with will Past simple Past progressive Conjunctions Quantifiers
5. April 9 – 13	Unit 2: Listening & Speaking, Reading & Writing Wednesday April 11th Holiday	Finish unit 2
6. April 16 - 20	Unit 3: Listening & Speaking, Reading & Writing	Subject-verb agreement Modals Demonstratives Possessives
7. April 23 - 27 SEMANA U	Unit 3: Listening & Speaking, Reading & Writing No evaluations this week	Finish unit 3
8. April 30 - May 4	Unit 4: Listening & Speaking, Reading & Writing Tuesday May 1st Holiday	Modals of possibility Imperatives Prepositions of movement or direction, and time
9. May 7 -11	Unit 4: Listening & Speaking, Reading & Writing Tuesday May 8th Holiday	Finish unit 4 Oral quiz 1
10. May 14 - 18	MIDTERM Topics: all the material included in the first 4 units of the books, grammar booklet, website and any other materials given by the teachers.	Monday, May 14: Oral exam: 10 to 15 minute appointments Tuesday, May 15: Reading and writing exam Wednesday, May 16: Oral exam: 10 to 15 minute appointments Friday, May 18: Grammar exam
11. May 21 - 25	Unit 5: Listening & Speaking, Reading & Writing	Comparatives and superlatives Auxiliary verbs Monday, May 21: Listening midterm
12. May 28 - June 1	Unit 5: Listening & Speaking, Reading & Writing	Finish unit 5

13. June 4 -8	Unit 6: Listening & Speaking, Reading & Writing	Infinitives Present perfect Review comparatives and superlatives
14. June 11 - 15	Unit 6 Listening & Speaking, Reading & Writing	Finish unit 6
15. June 18 - 22	Unit 7: Listening & Speaking, Reading & Writing	Simple future Review past simple Past progressive
16. June 25 - 29	Unit 7: Listening & Speaking, Reading & Writing	Finish unit 7 Monday, June 25: Oral quiz 2 Wednesday, June 27: Listening exam 2
17. July 2 - 6	FINAL EXAMS Topics: all the material included in units 5, 6 and 7 of the books, grammar booklet and website as well as any other materials given by the teachers.	Monday, July 2: Oral exam: 10 to 15 minute appointments Tuesday July 3: Reading and writing exam Wednesday, July 4: Oral exam: 10 to 15 minute appointments Friday, July 6: Grammar Exam
18. July 9 - 13	<i>Final grades (Tuesday, July 10)</i>	

<p><u>Ampliación exam-Proficiency test</u> Units 1 to 7 (textbooks, webpage and grammar booklet) Room and time: See bulletin board outside office 46</p>	<p>Tuesday, July 17: Grammar, reading and writing Wednesday, July 18: Listening and speaking</p>
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UNIVERSIDAD DE COSTA RICA
RECINTO GOLFITO
EVALUATION FORM
LM-1001 INTEGRATED ENGLISH I

Evaluator's name: Wilbert Fernández González

Student's name: _____

Total points: 60 pts

Percentage:

% Obt:

Pts Obt:

Score:

Aspects	Descriptors The paper was characterized by...	(6 points)	(5 points) Mostly	(4 points)	(3 points)	(2 points)	(1 point) Hardly	(0 points) Not at
Choice Grammar and Word	There is a consistent use of subject verb agreement, verb tenses, article use, word order, prepositions.							
	Mostly accurate and unproblematic word choice. Appropriate vocabulary presented in the paragraph(s)							
Sentence structure	There is a strong evidence of sentence variety in types and length. (declarative, interrogative, exclamatory and imperative sentences)							
	There is a complete and correct use of sentences.							
Development	There is a strong use of examples, evidence or supporting details requested in the task.							
Organization	All required parts of the paragraph are included, they are clear and complete.							
	Ideas are fully supported.							
	There is an appropriate length of paragraph(s)							
Mechanics	There is a correct use of punctuation, capitalization and spelling.							
	The paragraphs need little or no editing.							



Total Percentage: 5% Total points: 50

Student's name: _____ Oral Quiz N° _____ Points gotten: _____ Score: _____ Percentage gotten: _____

<p>Structure 10%</p> <p>_____%</p>	<p>Excellent 10% Student shows excellent command of structures necessary to develop the task appropriately.</p> <p>Complex structures are used accurately.</p> <p>Completely</p>	<p>Very good 8% Student shows some limitations with structures which do not interfere with communication. Some complex structures are used in a good way. Most of it understandable for a native speaker</p>	<p>Average 5% Student shows occasional errors with grammatical structures which somehow prevent communication from taking place.</p>	<p>Poor 3% Student shows frequent errors with basic structures which interfere with communication.</p>	<p>Very poor 1% Student shows deficient command of basic structures which make communication almost impossible.</p> <p>Student does not speak enough as to be evaluated</p>
<p>Pronunciation 10%</p> <p>_____%</p>	<p>Excellent 10% Student shows accurate use of pronunciation and intonation patterns, vowel and consonant sounds are articulated correctly. Completely understandable for a native speaker.</p>	<p>Very good 8% Student shows some deviations in pronunciation and intonation patterns. Vowel and consonant sounds are articulated with some limitations. Most of it understandable for a native speaker.</p>	<p>Average 5% Student shows occasional errors in pronunciation and intonation patterns. Some mispronunciation of vowel and consonant sounds which somehow prevent communication from taking place.</p>	<p>Poor 3% Student shows frequent errors in pronunciation and intonation patterns.</p> <p>Pronunciation of vowel and consonant sounds are pronounced with lots of difficulty which make communicating and</p>	<p>Very poor 1% Student shows deficient command of pronunciation and intonation patters, vowel and consonant sounds are wrongly articulated which make communication almost impossible. Student does not speak enough as to be evaluated</p>
<p>Vocabulary 10%</p> <p>_____%</p>	<p>Excellent 10% Student shows appropriate use of vocabulary related to the topic. Varied and wide range of ideas to reinforce the task development.</p>	<p>Very good 8% Student most of the times shows adequate use of vocabulary related to the topic. Somehow supports task development with varied ideas.</p>	<p>Average 5% Student shows average use of vocabulary related to the topic. Needs to use more supporting ideas for task development.</p>	<p>Poor 3% Student shows poor usage of vocabulary related to the topic. Lack of vocabulary makes communication a bit difficult.</p>	<p>Very poor 1% Student shows very limited variety of vocabulary and expressions related to the topic. This does not enable communication to take place.</p> <p>Student does not speak enough as to be evaluated</p>

<p>Fluency 10%</p> <p>_____%</p>	<p>Excellent 10% Student shows natural and continuous speech. Almost native like with no hesitation at all.</p>	<p>Very good 8% Student shows generally continuous and natural speech with some sporadic unnatural pauses and hesitation, which do not prevent communication to take place.</p>	<p>Average 5% Student shows moderately acceptable, continuous and natural speech with unnatural stumbling, but manages to rephrases and continue.</p>	<p>Poor 3% Student shows long unnatural pauses, a lot of hesitation and unfinished utterances, which make communication and understanding very difficult.</p>	<p>Very poor 1% Student shows very frequent stumbling, hesitation and unnatural pauses. A lot of utterances left unfinished. Extremely difficult to comprehend. Student does not speak</p>
<p>Content 10%</p> <p>_____%</p>	<p>Excellent 10% Speaks with authority on a variety of aspects related to topic and is able to develop an expanded theme. Includes and develops sufficient and relevant information Excellent development of ideas to support the task. The required task is carried out according to instructions. Ideas show sufficient coherence.</p>	<p>Very good 8% Speaks with some authority on most aspects related to topic and is generally able to develop an expanded theme. Includes sufficient and somewhat relevant information. Acceptable development of ideas to support the task. The required task is essentially carried out. Ideas are coherent.</p>	<p>Average 5% Speaks with limited authority on a few of aspects related to topic and is partially able to develop an expanded theme. Includes limited and somewhat irrelevant information. Average development of ideas to support the task. The required task is partially carried out. Ideas show some coherence.</p>	<p>Poor 3% Speaks with very limited authority on very few aspects related to topic and is barely able to develop an expanded theme. Includes very limited and irrelevant information. Poor development of ideas to support task. Should develop ideas a bit more.</p>	<p>Very poor 1% Speaks with no authority on any aspect related to topic and is unable to develop an expanded theme. Includes no sufficient or relevant information. Almost no development of ideas to support the task. Student does not speak enough as to be evaluated</p>

Formula: Total point X 100 /50: FINAL SCORE



Rubric to Evaluate Oral Tests

Student: _____ Date: _____ Percentage: 15 % Total points: 80 Grade: _____ %

	Unacceptable	Minimal	Average	Above average	Outstanding
Grammar	4	8	12	16	20
20 points ____pts	Inappropriate use and variety of grammatical structures. Shows no mastery of the structures studied. Shows no autonomy as a language user.	Very limited use and variety of grammatical structures; very frequent errors. Uses only simple structures. Shows little autonomy as a language user.	Limited use and variety of grammatical structures; frequent errors. Uses simple and only some complex structures. Shows some autonomy as a language user.	Somewhat appropriate use and variety of grammatical structures with occasional errors. Uses simple and complex structures appropriately. Shows sufficient autonomy.	Appropriate use and variety of grammatical structures with only occasional errors. Uses a wide range of simple and complex structures appropriately. Shows autonomy as a language user.
Pronunciation	4	8	12	16	20
20 points ____pts	Makes a lot of mistakes in pronunciation that always interfere with communication and never makes an effort to use accurate intonation and stress patterns to be understood. Shows no autonomy to pronounce accurately.	Makes many mistakes in pronunciation that most of the time interfere with communication and rarely makes an effort to use accurate intonation and stress patterns to be understood. Shows little autonomy to pronounce accurately.	Makes several mistakes in pronunciation that sometimes interfere with communication and occasionally makes an effort to use accurate intonation and stress patterns to be understood. Shows some autonomy to pronounce accurately.	Makes some mistakes in pronunciation that rarely interfere with communication and most of the time makes an effort to use accurate intonation and stress patterns to be understood. Shows sufficient autonomy to pronounce accurately.	Makes barely noticeable mistakes in pronunciation that do not interfere with communication, and always makes an effort to use accurate intonation and stress patterns to be understood. Shows autonomy to pronounce accurately.
Command of the topic	4	8	12	1	20
20 points ____pts	Ideas show no coherence. Student does not understand the questions; thus, is unable to talk about the topics under discussion. Comments about the topics are irrelevant and superficial.	Ideas show little coherence. Student had difficulty understanding the questions and topics under discussion. Most comments about the topics are irrelevant and superficial.	Ideas show some coherence. Student fairly grasped some of the questions and topics under discussion. Only a few comments pertain to the subject under discussion; there seems to be little effort in going deeper.	Ideas show sufficient coherence. Student was able to comprehend and respond to most of the questions and topics under discussion. Some good ideas about the subject matter, still not fully significant and complete. Some repetition or hesitation.	Ideas are totally coherent. Student was able to comprehend and respond to all of the questions and the topics under discussion with ease. Provides profound and accurate thoughts about the subject matter.
Fluency	2	4	6	8	10
10 points ____pts	Speech is unnatural and discontinuous. A lot of unnatural pauses or interference in communication.	Speech is generally unnatural and discontinuous. Many unnatural pauses or interference in communication.	Speech is partially natural and continuous. Some unnatural pauses or interference in communication.	Speech is sufficiently natural and continuous. Little unnatural pauses or interference in communication.	Speech is natural and continuous. No unnatural pauses or interference in communication.

Vocabulary	2	4	6	8	10
10 points ____pts	Inappropriate use of vocabulary related to the topic. Vocabulary is inaccurate and shows no complexity. Shows no autonomy to use vocabulary and is highly dependent on written notes.	Very limited use of vocabulary related to the topic. Vocabulary is generally inaccurate and shows very limited complexity. Shows little autonomy to use vocabulary with much dependence on written notes.	Limited use of vocabulary related to the topic. Vocabulary is partially accurate and shows limited complexity. Shows some autonomy to use vocabulary with some dependence on written notes.	Somewhat appropriate use of vocabulary related to the topic. Vocabulary is sufficiently accurate and shows appropriate complexity. Shows sufficient autonomy to use vocabulary with little dependence on written notes.	Appropriate use of vocabulary related to the topic. Vocabulary is accurate and shows significant complexity. Shows autonomy to use vocabulary with no dependence on written notes.

Comments:

Grammar and vocabulary:

Pronunciation:

Formula: Gotten points X 80 /100: FINAL SCORE

